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I have space only to mention and commend the three remaining addresses: Montaigne, the Rationalist; Roger Ascham, the Humanist; and Comenius, the Encyclopaedist and Founder of Method.

As a whole the work deserves the highest praise. It discusses great questions in a thorough and yet practical way, illuminating them by the light of principles, and trying them by the tests of experience. The style is clear, easy, and graceful. And animating all, shining through everywhere, is the author's noble conception of the educator's vocation and his enthusiastic yet grave devotion to it.

*J. G. Schurman.*

*Jahresberichte ueber das hoehere Schulwesen, herausgegeben von*  
CONRAD ROTHWISCH. VI Jahrgang. 1891. Berlin, 1892.

This volume, of 765 large octavo pages, is the sixth in the series of annual "Reports on Matters Pertaining to Secondary Schools." It contains fifteen such reports, written by men of acknowledged ability in their several departments. The topical divisions are as follows; (1) School History; (2) School Organization, including School Legislation; (3) German; (4) Latin; (5) Greek; (6) French and English; (7) History; (8) Geography; (9) Mathematics; (10) Natural Science; (11) Drawing; (12) Vocal Music; (13) Gymnastics and Hygiene; (14) Religious Instruction (Protestant); (15) Religious Instruction (Catholic).

Within the limits allotted to this notice, it would be impossible to give even the barest résumé of the elaborate discussions under these various heads, covering, as each report does, a comprehensive treatment of the purpose, scope, methods, and the recent German literature of the special discipline in hand. Nearly all the reports devote much of their space to the changes in the courses of study that have lately been officially made in the four kingdoms of Germany. The remarkable utterances of the emperor at the opening of the deliberations of the School Inquiry Commission, in December, 1890, attacking the very citadel of secondary education in Germany, and demanding a radical reconstruction of the curricula, were in themselves sufficient to produce, and have in reality produced, important modifications. During the year 1891, the governments of Prussia, Bavaria, Saxony, and Wuertemberg, all promulgated new orders respecting the studies and examinations in all kinds of higher public schools, which have now been in effect for more than a year. It will be remembered that the emperor's chief complaint was that the education in these schools consisted in learning for the sake of knowing, rather than in the cultivation of character and in training for practical life. He rebuked the disproportionate devotion to the classical languages and to ancient history, and the com-

parative neglect of the mother tongue, the immediate sources of modern history, and the imperative needs of modern life. He demanded that the schools should no longer proceed upon the theory that they are educating young Greeks and Romans, but turn their attention to educating young Germans, and pay strict attention to physical, moral, and religious, as well as to intellectual culture. He particularly emphasized the fact of the physical degeneration of German students, and called for immediate relief from over-pressure both in school work and in home preparation.

To what extent the new regulations embody the views of the emperor may be best shown by a tabular view of the new requirements of the gymnasium curriculum as compared with the old. The figures represent the total number of "week-hours" for the period of nine years.

	PRUSSIA.		BAVARIA.		SAXONY.		WUERTTEMB.	
	New.	Old.	New.	Old.	New.	Old.	New.	Old.
Religion . . .	19	19	18	18	20	21	18	20
German . . .	26	21	27	26	25	23	24	22
Latin . . . .	62	77	66	73	71-3	78	81	90 1/2
Greek . . . .	36	40	36	36	40-2	40-2	40	42
French . . .	19	21	10	8	18	20	18	16
History . . .	{ 26	28 }	16	16	{ 29	31 }	{ 24	26 }
Geography . .			9	10				
Mathematics	34	34	{ 33	31 }	33	34	33	30 1/2
Physics . . .	10	8			{ 15	16 }	{ 14	9 }
Natural Hist.	8	10	5	0				
Penmanship .	4	4	4	9	3	3	4	6
Drawing . . .	8	6	4	0	4	4	7	0
Total . . .	252	268	228	227	258-62	270-72	263	262

No account is taken in this table of Gymnastics and Singing. The losses and gains, then, in hours of instruction, according to the new programmes, are as follows :

In Prussia. Loss : Latin 15, Greek 4, French 2, History and

Geography 2, Natural History 2, total 25. Gain: German 5, Physics 2, Drawing 2, total 9. Resultant decrease 16.

In Bavaria. Loss: Latin 7, Geography 1, Penmanship 5, total 13. Gain; German 1, French 2, Mathematics and Physics 2, Natural History 5, Drawing 4, total 14. Resultant increase 1.

In Saxony. Loss: Religion 1, Latin 5-7, French 2, History and Geography 2, Physics and Natural History 1, total 12-14. Gain: German 2, total 2. Resultant decrease 10-12.

In Wuerttemberg. Loss: Religion 2, Latin  $9\frac{1}{2}$ , Greek 2, History and Geography 2, Penmanship 2, total  $17\frac{1}{2}$ . Gain: German 2, French 2, Mathematics  $2\frac{1}{2}$ , Physics and Natural History 5, Drawing 7, total  $18\frac{1}{2}$ . Resultant increase 1.

But in order to understand how great the change has been in Wuerttemberg, it must be remembered that in that country the course in the gymnasium covers ten years. For the purpose of making the periods accord, the first year was omitted from the foregoing tabular statement. The entire time formerly devoted to Latin was  $102\frac{1}{2}$  week-hours. The instruction in this subject is not begun now until the second year, so that the entire reduction is  $21\frac{1}{2}$  hours; and yet more time is still spent upon it than was spent in any other state even under the old order of things.

Next to Wuerttemberg, Latin has suffered most in Prussia, notwithstanding the protest made against curtailment by the University of Berlin. The various monographs in the volume before us, however, give ample evidence that this readjustment of studies has in reality satisfied but few. The adherents of the old regime complain bitterly of the crippling of the classics, and the rampant innovators are mortified that they have accomplished so little. Only the temporizers smile, look wise, and maintain their faith in a providence that will in the end order things to suit their private views and conveniences.

In some essential points the new curricula of all the four kingdoms agree. Increased solicitude for the bodily health and strength of pupils has led to a diminution of the amount of desk-work both in school and at home, and to provision for more physical exercise. The official paedagogical directions that accompany the new regulations lay great stress upon the demand that all the branches of instruction shall coöperate in building up both the mind and the character of the pupil, and shall not aim at special attainments in this or that department of learning. In deference to the demands of the age in regard to the selection and utilization of the means of education, the ancient has had to make more room for the modern, the foreign for the German, linguistics for material things, and science for art. The difference in the number and character of these changes in the different countries is explained by the local traditions of the countries themselves.

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